



Every Student Succeeds Act of 2015: Highlights and Implementation Updates

Every Student Succeeds Act (ESSA)

- Signed into law on December 15, 2015
- Amends the *Elementary and Secondary Education Act of 1965* (ESEA)
- Replaces the most recent ESEA amendment, the *No Child Left Behind Act of 2001* (NCLB)

“ . . . to ensure that every child achieves ”

ESSA – General Information

Continued **requirement** to:

- Assess reading/language arts and mathematics annually in grades 3-8 and once in high school
- Assess science once in grades 3-5, once in grades 6-9, and once in grades 10-12
- Disaggregate results of accountability indicators for all students and subgroups (reporting groups).

ESEA Flexibility (NCLB Waivers)

ESEA Flexibility waivers expired on August 1, 2016. Except as otherwise indicated by USED:

- States will operate under NCLB requirements for 2016-2017; and
- All provisions of ESSA take effect in the 2017-2018 school year.

Change for 2016-2017: “Highly Qualified” Teachers

- [Superintendent’s Memo #076-16](#)
- The terms “**highly qualified teacher**” and “**highly qualified paraprofessional**” will be eliminated as of August 1, 2016
- Starting with the 2016-2017 school year, “**highly qualified**” data will no longer be collected or reported, nor will calculations be made related to percentages of classes being taught by highly qualified teachers

Change for 2016-2017: “Highly Qualified” Teachers

- Under ESSA and [§22.1-298.1 of the Code of Virginia](#), students must still be taught by teachers who are properly licensed and endorsed for the classes they are assigned to teach. Data will continue to be collected through the Master Schedule Collection (MSC) and Instructional Personnel and Licensure Report (IPAL).
- Additional information regarding licensure for teachers in Virginia may be found on the [VDOE web site](#).

Change for 2016-2017: “Highly Qualified” Paraprofessionals

- [Superintendent’s Memo #181-16](#)
- Updated [FAQ](#) released by USED on June 29, 2016
- Instructional paraprofessionals in Title I schools must meet the same qualifications as required under NCLB

ESSA Accountability Indicators

State accountability systems must address:

- ✓ Academic achievement;
- ✓ Academic progress;
- ✓ Graduation rates;
- ✓ Progress in English Learners gaining proficiency; and
- ✓ School quality.



Virginia's state plan will be submitted to the U.S. Department of Education by March 2017.

Report Card Requirements

- Reporting on academic achievement levels on state assessments will include:
 - Children of military parents
 - Foster children
 - Homeless students
 - Migrant students
 - Gender categories
- Reporting must also include school quality, climate, and safety data; teacher equity data; and per pupil expenditure information.

Comprehensive Support and Improvement - Identification

1. Lowest performing – the lowest performing 5% of Title I schools in the state, based on each school’s summative rating among all students over no more than 3 years;
2. Low high school graduation rate – any high school with a four-year adjusted cohort graduation rate below 67% over no more than 3 years ; and

Comprehensive Support and Improvement - Identification

3. Chronically low-performing subgroup—any Title I school that was identified for targeted support due to having one or more subgroups performing at or below the summative performance of all students in a school identified for comprehensive support, that has not improved, as defined by the state, after implementing a targeted support and improvement plan for no more than 3 years.

Comprehensive Support and Improvement - Timeline

A state must identify each type of school for comprehensive support and improvement at least once every three years, beginning with identification for the 2017-2018 school year, except that identification of schools with chronically low-performing subgroups (schools that are identified due to not improving after implementing a targeted support and improvement plan for three years) is not required for the 2017-2018 year.

Comprehensive Support and Improvement – Interventions

Interventions must be:

- Evidence-based;
- Supported, to the extent practicable, by evidence from a sample population or setting that overlaps with the population or setting of the school;
- Supported, to the extent practicable, by the strongest level of evidence that is available and appropriate to meet the needs identified in the needs assessment; and
- May be selected from among any state-established evidence-based interventions, or a state-approved list.

Comprehensive Support and Improvement – Exit Criteria

States must establish uniform statewide exit criteria that, at a minimum, require the school to:

1. Improve student outcomes; and
2. No longer meet the criteria for identification as a comprehensive school with a state-determined number of years (not to exceed 4 years).

Targeted Support and Improvement - Identification

1. Consistently underperforming subgroup—any school with one or more consistently underperforming subgroups students including, at the state’s discretion, any school identified due to assessment participation rates below 95%; and

Targeted Support and Improvement - Identification

2. Low-performing subgroup receiving additional targeted support—a school in which one or more subgroups of students is performing at or below the summative level of performance of all students in any school identified for comprehensive support and improvement.

Methodology for Identifying Consistently Underperforming Subgroup

The state's methodology must:

1. Consider each school's performance among each subgroup of students over no more than two years;
2. Take into account the indicators used for meaningful differentiation, consistent with how those indicators are weighted to determine each school's single summative rating; and

Methodology for Identifying Consistently Underperforming Subgroup

3. Define a consistently underperforming subgroup of students in a uniform manner across all divisions in the state, which must include one or more of the following:
 - A subgroup that is not meeting the state's measurements of interim progress or is not on track to meet the state-designed long-term goals;
 - A subgroup that is performing at the lowest performance level on at least one accountability indicator, or is particularly low performing on a measure within an indicator (e.g., student proficiency on the state mathematics assessment);

Methodology for Identifying Consistently Underperforming Subgroup

- A subgroup that is performing at or below a state-determined threshold as compared to the average performance among all students, or the highest-performing subgroup of students, in the state;
- A subgroup that is performing significantly below the average performance among all students, or the highest-performing subgroup, in the state, such that the performance gap is among the largest in the state; or
- Another definition as determined by the state.

Targeted Support and Improvement - Timeline

A state must identify:

- Schools with one or more consistently underperforming subgroups of students beginning with the 2018-2019 school year; and
- Schools with one or more low-performing subgroups of students at least once every three years, with identification occurring in each year that the state identifies schools for comprehensive support and improvement, beginning with identification for the 2017-2018 school year.

Targeted Support and Improvement - Interventions

Interventions to improve student outcomes for the lowest-performing students in the school must be:

- Evidence-based;
- Supported, to the extent practicable, by evidence from a sample population or setting that overlaps with the population or setting of the school; and
- May be selected from among any state-approved list.

Targeted Support and Improvement – Exit Criteria

For consistently underperforming schools, exit criteria include evidence that:

1. The school has successfully implemented its plan;
2. The school no longer meets the criteria for identification; and
3. The school has improved student outcomes for its lowest-performing students, including each subgroup that was identified.

Targeted Support and Improvement – Exit Criteria

For low-performing schools, exit criteria include evidence that:

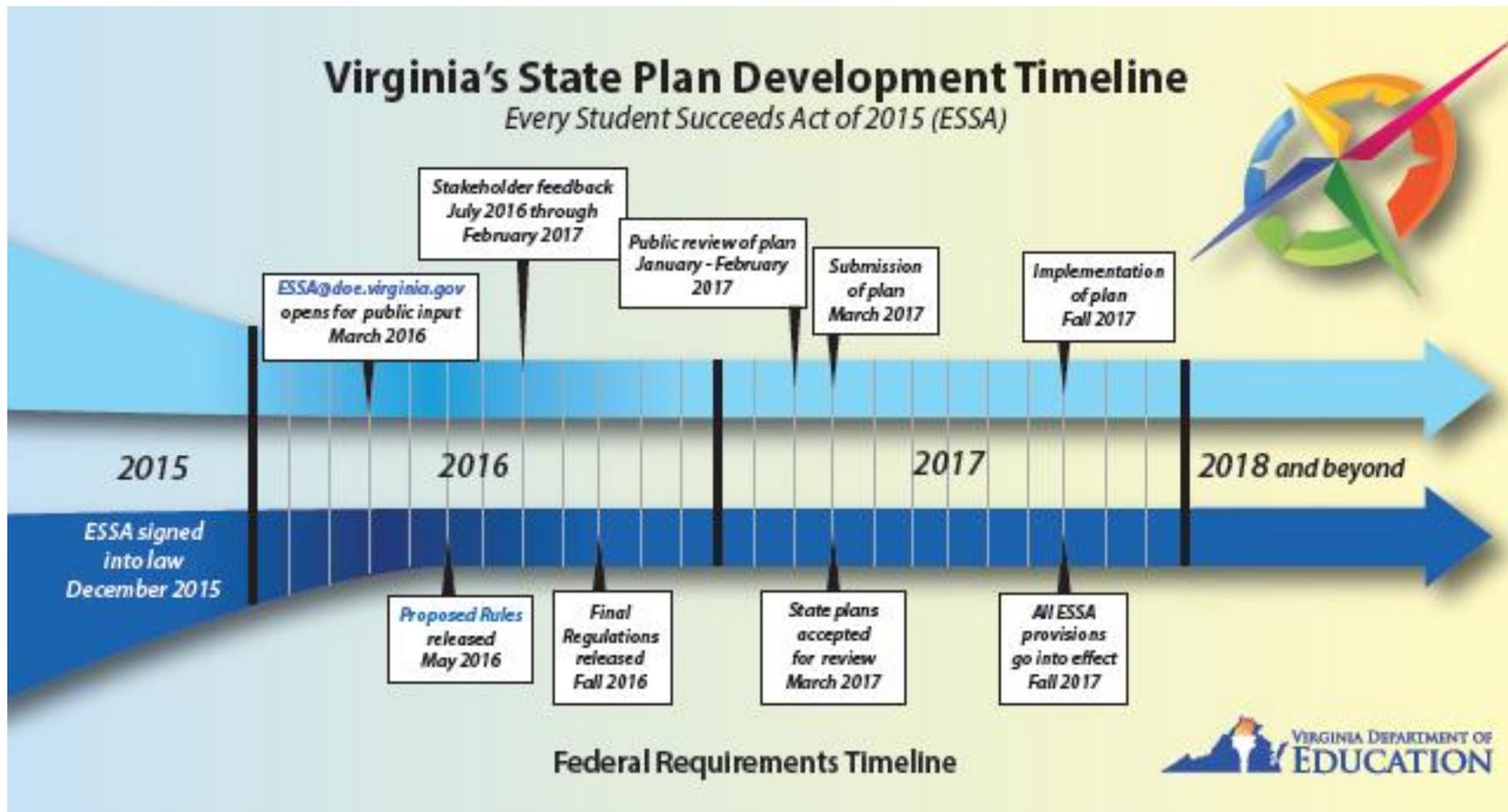
1. The school has improved student outcomes for its lowest-performing students, including each subgroup identified as low-performing; and
2. No longer meets the criteria for identification due to low-performing subgroups.

School Improvement – State Role

- Make **technical assistance** available to the division
- Develop **strategies** for divisions to use in identified schools (in addition to division-identified strategies)
- Ensure divisions **implement** strategies in identified schools
- **Monitor and evaluate** school intervention and support strategies by divisions and use the results of the evaluation to change or improve strategies

VDOE ESSA Web Site

Virginia's State Plan Development Timeline *Every Student Succeeds Act of 2015 (ESSA)*



Stakeholder Involvement – Public Hearings

- The Board of Education held [public hearings](#) in July and August in Manassas, Williamsburg-James City County, Abingdon, and Lynchburg
- For more information, go to [Public Meetings](#) or download the [Public Hearings Presentation](#)
- Comments are continuously accepted at BOE@doe.virginia.gov

Additional Opportunities for Stakeholder Involvement

- The [ESSA stakeholder engagement web page](#) provides announcements and resources related to stakeholder meetings:
 - Public Hearings
 - EL Roundtable
 - Teacher Effectiveness Roundtable
 - Accountability Roundtable
- Coming Soon – Accountability Indicators Survey

Questions or comments about ESSA
may be sent to:
ESSA@doe.virginia.gov